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This survey of Ohio school psychologists presents information in tables in the following areas: types and sizes of school districts using school psychologists, the role and functional responsibilities of the school psychologists, the current educational level and training of school psychologists as well as directional trends in post-graduate level work; and the diversity of professional experience of school psychologists both as educators and clinicians. Issues concerning contract negotiations and the professional activities with schools and industry in which the school psychologist finds himself involved are also surveyed. (CJ)

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Preliminary Report
1967 - 1968 Survey of School Psychologists

Sponsored by

Division of Special Education
Ohio Department of Education

and

Research Committee
Ohio School Psychologist's Association

and

Department of Psychology
Xavier University

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Area I

Present Status of Units in School Psychology

The following tables present information concerning types and sizes of school districts employing school psychologists. Pertinent data relating to foundation programs and size of staff is also listed.

Table 1. Type of School District Employing School Psychologist.

Type of District	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
County Office	54	20%	8	36%	27	36%
Local District	23	9%	3	14%	3	4%
City	172	64%	10	45%	41	55%
Exempted Village	10	4%	1	5%	4	5%
State of Ohio	2	.7%	-	-	-	-
Not Indicated	8	3%	-	-	-	-
Total	269		22		75	

Table 2. Type of Foundation Program Classification for School District

Program Classification	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Formula	144	54%	10	45%	42	56%
Flat rate	90	33%	6	27%	15	20%
Not Indicated	35	13%	6	27%	18	24%
Total	269		22		75	

Table 3. Student Enrollment in School District

Enrollment	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
50,000 - over	63	23%	1	5%	13	17%
18,000 - 49,999	44	16%	2	9%	19	25%
13,000 - 17,999	32	12%	4	18%	9	12%
8,000 - 12,999	36	13%	5	23%	10	13%
3,000 - 7,999	80	30%	5	23%	19	25%
Below 3,000	8	3%	4	18%	-	-
Not Indicated	6	2%	1	5%	5	7%
Total	269		22		75	

Table 4. Number of Psychologists Employed in District

Number in District	Full Time Psychologists		Part Time Psychologists		Interns	
	No.	%	No.	%	No.	%
Less than 1	1	.4%	-	-	-	-
1	93	35%	8	36%	19	25%
2 - 4	98	36%	13	59%	37	49%
5 - 7	20	7%	-	-	6	8%
8 - 10	17	6%	-	-	2	3%
11 - 13	9	3%	-	-	3	4%
14 - 16	26	10%	-	-	5	7%
Over 16	3	1%	-	-	-	-
Not Indicated	2	.7%	1	5%	3	4%
Total	269		22		75	

Table 5. Interns Employed in District with School Psychologists

Presence of Interns	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
YES	117	43%	6	27%	75	100%
NO	144	54%	15	68%	-	-
Not Reporting	8	3%	1	5%	-	-
Total	269		22		75	

Area II

Role and Function of the School Psychologist in Ohio

Many school psychologists in Ohio believe that a definite trend is occuring in the role and function of members of the profession. Consultation, child study and coordinating activities are only a few of the many responsibilities reported. Table 6 through 11 report a concise description of the duties of school psychologists in Ohio at the present time. It should also be noted that a majority of respondants report that the role and function of the school psychologist is changing.

Table 6. Description Which Best Fits School Psychologist's Position

Description of Position	Number of Full Time[1]		Number of Part Time		Number of Interns[2]	
	No.	%	No.	%	No.	%
Intern Psychologist	-	-	-	-	74	99%
Work in Individual Child-Study under supervision of an administrator with little or no work as consultant outside the child-study area and with no administrative responsibility	64	24%	4	18%	1	1%
Work primarily in Child-Study: also as a consultant for other areas of pupil services, instruction, etc., with little or no administrative responsibility	145	54%	11	50%	2	3%
Supervise Child-Study Services, including supervisory and administrative responsibilities for self, and one or more other psychologists	21	8%	1	5%	1	1%
Supervise pupil personnel services, including supervisory and administrative responsibilities for two or more areas: Psychologist, Guidance, Special Education, Group Testing, etc.	43	16%	6	27%	-	-

1. Four reported two job descriptions
2. Three interns reported two job descriptions

Table 7. Official Title of Psychologist

Titles	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Intern, Intern Psychologist or Intern School Psychologist	-	-	-	-	74	99%
School Psychologist	206	77%	14	64%	-	-
Psychologist: Chief, Clinical, County, Head, Visiting	26	10%	2	9%	-	-
Director: Psychological Services, Pupil Personnel Services, Special Services, Child Study, Guidance, Research, Special Curriculum, Dept. of Education	21	8%	5	23%	-	-
Supervisor or Coordinator: Pupil Personnel Services, Psychological Services, Special Services, Special Education, Group Testing, Child Study	10	4%	1	5%	1	1%
Other	6	2%	-	-	-	-
Total	269		22		75	

Table 8. Average Number of Days per Week that Psychologists Devote to Supervisory Activities

Average Number of Days	Number of Full Time Psychologists	Number of Part Time Psychologists	Number of Interns
5	14	2	-
4½	2	-	-
4	3	1	-
3½	1	-	-
3	11	1	1
2½	5	1	-
2	24	3	-
1½	12	1	-
1	19	2	1
½	43	3	2
Number Reporting[1] Supervisory Duties	134 of 269	14 of 22	4 of 75

Table 9. Number of Professional Staff Supervised by Psychologists

Number of Staff	Number of Full Time Psychologists	Number of Part Time Psychologists	Number of Interns
15 or more	15	4	-
14	1	-	-
13	4	-	-
12	3	-	-
11	1	-	-
10	3	-	-
9	3	1	-
8	2	1	-
7	3	-	-
6	4	-	-
5	8	-	-
4	16	-	1
3	6	-	-
2	4	-	-
1	26	2	-
Number reporting staff supervised who reported supervisory days.	99 of 134	8 of 14	1 of 4

Table 10. Areas of Responsibility Reported by Full Time Psychologists

Activity	Individual Function		Consulting Function		Coordinating Function		Administrative Function	
	No.	%	No.	%	No.	%	No.	%
a. Comprehensive Individual psycho-educational evaluation	251	93%	126	47%	50	19%	36	13%
b. Parent and Teacher Conference	235	87%	176	65%	46	17%	18	7%
c. Psychometric Screening	231	86%	79	29%	35	13%	23	9%
d. Case Study - no testing	145	54%	120	45%	29	11%	17	6%
e. Group Testing Program	34	13%	110	41%	70	26%	49	18%
f. Slow Learning Program	142	53%	167	62%	72	27%	34	13%
g. Other Special Education Units	91	34%	115	43%	45	17%	28	10%
h. Speech and Hearing Therapy	14	5%	94	35%	23	9%	16	6%
i. Guidance Program	23	9%	135	50%	38	14%	15	6%
j. Remedial Education	44	16%	164	61%	24	9%	5	2%
k. Early Admission, Acceleration, Retention and Promotion	199	74%	179	67%	40	15%	23	9%
l. Curriculum & Instruction	28	10%	158	59%	12	4%	7	3%
m. Research (ESEA Title Projects included)	68	25%	107	40%	33	12%	18	7%
n. In-Service Education	82	30%	153	57%	36	13%	14	5%
o. Intern Program	62	23%	48	18%	38	14%	41	15%
p. Community Relations	104	39%	118	44%	22	8%	9	3%
q. School Health Program	11	4%	85	32%	13	5%	6	2%
r. NDEA Funds	13	5%	36	13%	7	3%	8	3%
s. Visiting Teacher Services	17	6%	63	23%	19	7%	7	3%
t. Individual and/or Group Counseling	193	72%	127	47%	33	12%	12	4%
u. Other	9	3%	6	2%	6	2%	4	1%

Table 10b. Areas of Responsibility Reported by Part Time Psychologists

Activity	Individual Function		Consulting Function		Coordinating Function		Administrative Function	
	No.	%	No.	%	No.	%	No.	%
a. Comprehensive Individual psycho-educational evaluation	20	91%	9	41%	2	9%	3	14%
b. Parent and Teacher Conference	20	91%	11	50%	1	5%	2	9%
c. Psychometric Screening	18	82%	3	14%	1	5%	4	18%
d. Case Study - no testing	14	64%	4	18%	-	-	3	14%
e. Group Testing Program	3	14%	4	18%	3	14%	6	27%
f. Slow Learning Program	11	50%	13	59%	6	27%	5	23%
g. Other Special Education Units	6	27%	9	41%	3	14%	4	18%
h. Speech and Hearing Therapy	3	14%	8	36%	2	9%	4	18%
i. Guidance Program	1	5%	9	41%	2	9%	2	9%
j. Remedial Education	1	5%	15	68%	-	-	-	-
k. Early Admission, Acceleration, Retention and Promotion	14	64%	12	55%	2	9%	2	9%
l. Curriculum & Instruction	1	5%	10	45%	-	-	-	-
m. Research (ESEA Title Projects included)	6	27%	6	27%	1	5%	2	9%
n. In-Service Education	7	32%	8	36%	2	9%	1	5%
o. Intern Program	3	14%	4	18%	1	5%	2	9%
p. Community Relations	11	50%	7	32%	-	-	-	-
q. School Health Program	-	-	7	32%	2	9%	2	9%
r. NDEA Funds	1	5%	3	14%	-	-	1	5%
s. Visiting Teacher Services	1	5%	3	14%	-	-	-	-
t. Individual and/or Group Counseling	15	68%	6	27%	1	5%	1	5%
u. Other	-	-	1	5%	-	-	2	9%

Table 10c. Areas of Responsibility Reported by Intern Psychologists

Activity	Individual Function		Consulting Function		Coordinating Function		Administrative Function	
	No.	%	No.	%	No.	%	No.	%
a. Comprehensive Individual psycho-educational evaluation	66	88%	27	36%	4	5%	-	-
b. Parent and Teacher Conference	56	75%	35	47%	5	7%	-	-
c. Psychometric Screening	59	79%	12	16%	2	3%	-	-
d. Case Study - no testing	37	49%	13	17%	3	4%	-	-
e. Group Testing Program	11	15%	12	16%	12	16%	3	4%
f. Slow Learning Program	40	53%	30	40%	8	11%	2	3%
g. Other Special Education Units	24	32%	22	29%	5	7%	1	1%
h. Speech and Hearing Therapy	3	4%	14	19%	4	5%	-	-
i. Guidance Program	5	7%	23	30%	3	4%	-	-
j. Remedial Education	15	20%	33	44%	5	7%	-	-
k. Early Admission Acceleration, Retention and Promotion	48	64%	39	52%	4	5%	1	1%
l. Curriculum & Instruction	8	11%	28	37%	5	7%	2	3%
m. Research (ESEA Title Projects included)	25	33%	8	11%	5	7%	1	1%
n. In-Service Education	16	21%	16	21%	7	9%	3	4%
o. Intern Program	23	31%	3	4%	2	3%	2	3%
p. Community Relations	17	23%	15	20%	7	9%	1	1%
q. School Health Program	4	5%	10	13%	5	7%	1	1%
r. NDEA Funds	2	3%	4	5%	1	1%	2	3%
s. Visiting Teacher Services	3	4%	8	11%	3	4%	1	1%
t. Individual and/or Group Counseling	39	52%	22	29%	5	7%	-	-
u. Other	2	3%	1	1%	-	-	-	-

Table 11. Trends in Role and Function of School Psychology

Part 1. Is Role and Function changing?

Response	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Yes	202	75%	12	55%	49	65%
No.	56	21%	10	45%	9	12%
Not Indicated	11	4%	-	-	17	23%

Part 2. Direction Role Change is Taking

Direction	Full Time		Part Time		Interns	
	No.	%	No.	%	No.	%
Consultant	165	61%	13	59%	35	47%
Therapist	40	15%	2	9%	11	15%
Psychodiagnostics	39	14%	2	9%	6	8%
Teacher Training	70	26%	5	23%	14	19%
Other[1]	49	18%	-	-	2	3%

Part 3. Direction Psychologist Feels Role Should Take

Direction	Full Time		Part Time		Interns	
	No.	%	No.	%	No.	%
Consultant	201	75%	18	82%	50	67%
Therapist	61	23%	4	18%	11	15%
Psychodiagnostics	75	28%	6	27%	17	23%
Research	106	39%	9	41%	32	43%
Other[2]	51	19%	1	5%	5	7%

1. Other included Counseling, Research, Behavior Modification, Curriculum Consultant, In-Service Education, Program Planning, Group Work, Coordination of Special Education, Program Development, and Federal Aid Project Planning.
2. Other included Teacher Training, In-Service Education, Research, Program Planning, Curriculum Planning or Consultant, Parent or Family Study Groups, Group Work, and Exceptional Children's Program.

Area III

Academic Education of the School Psychologist in Ohio

Changing roles and responsibilities have necessitated a re-evaluation of training programs for school psychologists. There also has been increased emphasis on post-masters and doctoral level training. Tables 12 through 17 attempt to specify the present educational level and training of school psychologists as well as directional trends in post-graduate level work.

Table 12. Information related to Undergraduate Education.

Part A. Undergraduate Degree Awarded by University In or Out of Ohio[1]

Location	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
In Ohio	207	77%	15	68%	64	85%
Out of State	67	25%	7	32%	11	15%

Part B. Decade of Receipt of Undergraduate Degree[2]

Decade	Full Time		Part Time		Interns	
1920 - 1929	4	1%	1	5%	-	-
1930 - 1939	20	7%	3	14%	-	-
1940 - 1949	63	23%	5	23%	7	9%
1950 - 1959	120	45%	9	41%	20	27%
1960 - Present	62	23%	4	18%	51	68%

Part C. Undergraduate Academic Major[3]

Major	Full Time		Part Time		Interns	
Mathematics	9	3%	2	9%	2	3%
Physical Science	26	10%	4	18%	12	16%
Social and Behavioral Science	110	41%	7	32%	33	44%
English and Foreign Language	31	12%	2	9%	15	20%
Special Education	9	3%	2	9%	1	1%
Other[4]	118	44%	5	23%	20	27%

1. Five full time individuals indicated degrees from both locations.
2. Three interns indicated degrees received in two decades.
3. Many full time and a few interns indicated more than one academic major.
4. Other included Economics, Physical Ed., Health, Business, Speech, Fine Arts, Elementary Ed., Journalism, Sociology, Accounting, Pre-Medicine, History, Industrial Arts, English, Home Ec., Business Ed., Theatre Arts, Philosophy, Psychology, Political Science, Social Studies and Secondary Education.

Table 13. Institutions Granting Graduate Degrees to School Psychologists

Name of University or College	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Bowling Green State	10	4%	1	4%	6	8%
Bucknell	1	.4%	-	-	-	-
City College of New York	-	-	-	-	2	3%
Colorado State	1	.4%	-	-	-	-
Columbia University	3	1%	1	5%	-	-
Eastern Michigan	-	-	-	-	1	1%
George Peabody	1	.4%	-	-	-	-
Howard University	1	.4%	-	-	1	1%
Indiana University	4	1%	-	-	-	-
Iowa State	1	.4%	-	-	-	-
John Carroll	-	-	-	-	2	3%
Kent State	56	21%	6	27%	18	24%
Marshall	1	.4%	-	-	1	1%
Miami	20	7%	-	-	3	4%
Michigan State	3	1%	-	-	-	-
Morehead	1	.4%	-	-	-	-
North Carolina	1	.4%	-	-	-	-
Northwestern	1	.4%	-	-	-	-
Ohio State	61	23%	4	18%	12	16%
Ohio University	8	3%	-	-	-	-
Purdue	-	-	1	5%	1	1%
St. Francis	-	-	-	-	1	1%
Southern Connecticut State	1	.4%	-	-	-	-
Southern Illinois	1	.4%	-	-	-	-
Syracuse	1	.4%	-	-	-	-
Temple	2	1%	-	-	-	-
University of Akron	21	8%	3	14%	-	-
University of Chicago	2	1%	-	-	-	-
University of Cincinnati	10	4%	1	5%	3	4%
University of Colorado	-	-	1	5%	-	-
University of Dayton	2	1%	-	-	3	4%
University of Kentucky	1	.4%	-	-	-	-
University of Pennsylvania	2	1%	-	-	-	-
University of Tennessee	1	.4%	-	-	-	-
University of Toledo	18	7%	-	-	3	4%
Western Reserve	29	11%	4	18%	8	11%
Westminister	1	.4%	-	-	1	1%
West Virginia	2	1%	-	-	-	-
William Pitt	2	1%	-	-	-	-
Xavier	5	2%	-	-	2	3%

Table 14. Decade Graduate Degree Obtained by School Psychologists

Decade of Degree	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
1920 - 1929	-	-	1	5%	-	-
1930 - 1939	5	2%	1	5%	-	-
1940 - 1949	31	12%	2	9%	2	3%
1950 - 1959	89	33%	9	41%	6	8%
1960 - Present	147	55%	9	41%	59	79%

Table 15. Major in Graduate Degree of School Psychologists

Major	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Psychology	149	55%	12	55%	29	39%
Guidance	79	29%	6	27%	16	21%
Education Administration	15	6%	1	5%	5	7%
Other[1]	66	25%	5	23%	25	33%

1. Majors listed under Other included Elementary Education, Special Education, Child Welfare, Educational Psychology, English, Language, Art Education, History, Music Education, Reading, Student Personnel, Psychometrics, Sociology, Social Work, Anthropology, Journalism, Secondary Education, Speech and Hearing Therapy.

Table 16. Universities Mentioned for Advanced Graduate Work

Name of University or College	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Boston College	-	-	1	5%	-	-
Bowling Green State	4	1%	1	5%	4	5%
California State at Haywood	1	.4%	-	-	-	-
Colorado State College	1	.4%	-	-	-	-
Columbia University	4	1%	1	5%	-	-
Eastern Michigan University	2	1%	-	-	-	-
Florida State University	-	-	-	-	1	1%
Fresno State College	1	.4%	-	-	-	-
Gallaudette College	1	.4%	-	-	-	-
Indiana University	3	1%	-	-	-	-
Iowa State University	-	-	1	5%	-	-
John Carroll University	-	-	-	-	1	1%
Kent State University	42	16%	5	23%	14	19%
Miami University	17	6%	-	-	1	1%
Ohio State University	48	18%	-	-	7	9%
Ohio University	4	1%	1	5%	-	-
Purdue	1	.4%	-	-	-	-
Queens College of N.Y.	-	-	-	-	1	1%
Southern Connecticut State U.	1	.4%	-	-	-	-
Southern Illinois University	1	.4%	-	-	-	-
Syracuse University	4	1%	-	-	-	-
University of Akron	16	6%	2	9%	3	4%
University of California	1	.4%	-	-	-	-
University of Chicago	1	.4%	-	-	-	-
University of Cincinnati	18	7%	2	9%	5	7%
University of Colorado	1	.4%	-	-	-	-
University of Florida	-	-	-	-	1	1%
University of Illinois	2	1%	-	-	-	-
University of Minnesota	1	.4%	-	-	-	-
University of Nebraska	1	.4%	-	-	-	-
University of North Dakota	1	.4%	-	-	-	-
University of Pennsylvania	1	.4%	-	-	-	-
University of Pittsburgh	7	3%	-	-	-	-
University of Queensland	1	.4%	-	-	-	-
University of Southern Calif.	1	.4%	-	-	-	-
University of Texas	1	.4%	-	-	-	-
University of Toledo	19	7%	-	-	5	7%
University of Wisconsin	-	-	1	5%	-	-
Washington University	1	.4%	-	-	-	-
West Virginia University	2	1%	-	-	-	-
Western Reserve University	42	16%	5	23%	9	12%
Xavier University	8	3%	-	-	2	3%
Yale	1	.4%	-	-	-	-

Table 17. Information About Advanced Graduate Education of Psychologists

Part A. Number of Semester Hours beyond Master's Degree

Number of Hours	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
0 - 10	38	14%	3	14%	9	12%
11 - 20	34	13%	-	-	11	15%
21 - 30	47	17%	2	9%	13	17%
31 - 40	48	18%	7	32%	10	13%
41 - 50	28	10%	4	18%	4	5%
51 - 60	14	5%	1	5%	-	-
Over 60	37	14%	3	14%	6	8%

Part B. Major Areas of Advanced Graduate Study

Area	Full Time		Part Time		Interns	
Psychology	154	57%	12	55%	39	52%
Guidance	29	11%	3	14%	4	5%
Special Education	28	10%	3	14%	1	1%
Educational Administration	16	6%	-	-	1	1%
Other[1]	27	10%	1	5%	8	11%

Part C. Questions related to Doctorate

1. Do You Hold Doctorate?	Full Time		Part Time		Interns	
Yes	15	6%	3	14%	-	-
No	238	88%	18	82%	67	89%
No Response	16	6%	1	5%	8	11%

2. Are You Working toward the Doctorate?	Full Time		Part Time		Interns	
Yes	48	18%	4	18%	18	24%
No	191	71%	14	64%	45	60%
No Response	30	11%	4	18%	12	16%

1. Other included Reading, Educational Psychology, Exceptional Child, Curriculum, Rehabilitation Counseling, and Supervision.

Area IV

Professional Experience of School Psychologists in Ohio

The tabulated data in the following tables indicates that school psychologists, as a group, have a diversity of professional experience both as educators and clinicians. Many of the respondants indicated many years spent in the classroom. A very large number indicate experience outside the field of education. It should also be noted that a majority of psychologists practicing in Ohio schools have less than 10 years experience.

Table 18. Number of Years Experience as a School Psychologist*

Years*	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Above 22	6	2%	-	-	-	-
19 - 21	2	1%	-	-	-	-
16 - 18	6	2%	-	-	-	-
13 - 15	11	4%	1	5%	-	-
10 - 12	24	9%	3	14%	-	-
7 - 9	37	14%	5	23%	-	-
4 - 6	80	30%	2	9%	1	1%
1 - 3	100	37%	11	50%	74	99%
No Response	3	1%	-	-	-	-

* includes intern year but not 300 hour program.

Table 19. Number Reporting Experience in Non-Teaching Positions in Education

Description of Position	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
School Counselor	73	27%	4	18%	16	21%
School Administrator	19	7%	3	14%	1	1%
Other	73	27%	5	23%	8	11%
None	86	32%	7	32%	35	47%
No Response	18	7%	3	14%	15	20%

Table 20. Amount of Teaching Experience of School Psychologists

Years	Number of Full time Elementary		Number of Full time Secondary		Number of Part Time Elementary		Number of Part Time Secondary		Number of Interns Elementary		Number of Interns Secondary	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Above 22	2	.7%	4	1.5%	1	5 %	-	-	-	-	-	-
19 - 21	5	2%	4	1.5%	-	-	-	-	1	1%	-	-
16 - 18	1	.4%	-	-	-	-	1	5%	-	-	-	-
13 - 15	4	1.5%	3	1%	1	5%	1	5%	-	-	1	1%
10 - 12	9	3%	12	4%	-	-	-	-	4	5%	2	3%
7 - 9	11	4%	18	7%	-	-	-	-	-	-	2	3%
4 - 6	32	12%	42	16%	3	14%	1	5%	6	8%	7	9%
1 - 3	48	18%	72	27%	10	45%	5	23%	15	20%	27	36%
None but Certified	9	3%	36	13%	-	-	4	18%	5	7%	13	17%

Table 21. Types of Experience Outside Education

Description of Position	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Clinic or Hospital	33	12%	6	27%	11	15%
Court	11	4%	1	5%	3	4%
Social Agency	26	10%	4	18%	5	7%
Business	99	37%	7	32%	18	24%
Other	65	24%	6	27%	24	32%

Area V

Contract and Remuneration of School Psychologists in Ohio

Within the past few years, school psychologists have become involved with the problem of "negotiations". Salary, length of contract, travel allowances, etc., are all determined through "negotiations". In some cases, psychologists are represented by local educational groups in the bargaining process. In many instances, psychologists represent themselves. The following tables present information concerning these issues.

Table 22. Annual Salaries of School Psychologists

Salary Range	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
13,000 and above	21	8%	3	14%	-	-
12,000 - 12,999	50	19%	2	9%	-	-
11,000 - 11,999	54	20%	1	5%	1	1%
10,000 - 10,999	81	30%	3	14%	2	3%
9,500 - 9,999	22	8%	4	18%	3	4%
9,000 - 9,499	17	6%	2	9%	-	-
8,500 - 8,999	10	4%	1	5%	7	9%
8,000 - 8,499	6	2%	2	9%	5	7%
7,500 - 7,999	3	1%	1	5%	8	11%
7,000 - 7,499	-	-	-	-	17	23%
6,500 - 6,999	-	-	-	-	16	21%
6,000 - 6,499	-	-	-	-	9	12%
5,500 - 5,999	-	-	1	5%	4	5%
Below 5,500	-	-	2	9%	1	1%
No Response	5	2%	-	-	2	3%
Q3	$12,120				$7,984	
Median	$10,912				$7,191	
Q1	$10,098				$6,633	

Table 23. Factors Used in Determining Salary Schedule

Factor	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Experience	231	86%	21	95%	58	77%
Education	215	80%	18	82%	53	71%
Responsibility	113	42%	12	55%	6	8%
Extended Services	167	62%	13	59%	12	16%

Table 24. Type of Salary Schedule Reported[1]

Type	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Separate Negotiations	63	23%	6	27%	8	11%
Teachers Salary Schedule	20	7%	4	18%	42	56%
Teachers Salary Schedule Plus	86	32%	9	41%	12	16%
Ratio	99	37%	5	23%	1	1%
Other	23	9%	-	-	7	9%
No Response	-	-	-	-	5	7%

1. Some full time and part time individuals indicated two types.

Table 25. Length of Contract Year for School Psychologists

Length in Months	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
9	8	3%	2	9%	24	32%
9½	15	6%	5	23%	5	7%
10	93	35%	5	23%	39	52%
10½	48	18%	4	18%	1	1%
11	52	20%	3	14%	2	3%
11½	4	1%	-	-	1	1%
12	44	16%	3	14%	2	3%
No Response	5	2%	-	-	1	1%

Table 26. Length of Present Contract

Length	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
1 year	126	47%	14	64%	67	89%
2 years	23	9%	2	9%	-	-
3 years	24	9%	1	5%	-	-
4 years	7	3%	-	-	-	-
5 years	4	1%	2	9%	-	-
Continuing	75	28%	2	9%	3	4%
No Response	10	4%	1	5%	5	7%

Table 27. Expenses to Attend Professional Meetings

Amount of Expenses	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
None	43	16%	4	18%	20	27%
Exp. of One Mtg. per yr.	21	8%	2	9%	8	11%
Exp. of Two Mtg. per yr.	36	13%	3	14%	11	15%
Exp. of more than two Mtgs. per year	57	21%	5	23%	8	11%
Exp. for all Meetings Attended	79	29%	5	23%	19	25%
Varied Other Amounts	8	3%	1	5%	3	4%
Not Reported	25	9%	2	9%	6	8%

Table 28. Travel Allowance[1]

Type of Allowance	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
None	34	13%	3	14%	7	9%
Flat Rate per year	32	12%	5	23%	9	12%
Flat Rate per month	25	9%	2	9%	9	12%
6¢ per mile	2	1%	-	-	-	-
7¢ per mile	3	1%	1	5%	1	1%
8¢ per mile	56	21%	4	18%	14	19%
9¢ per mile	56	21%	5	23%	13	17%
10¢ per mile	48	18%	2	9%	17	23%
11¢ per mile	8	3%	-	-	5	7%
other	5	2%	-	-	-	-

1. Reported flat rate per year ranged from $15 to $600. Reported flat rate per month ranged from $12 to $75.

Area VI

Professional Committments of School Psychologists Outside of Contract Responsibilities

As a group, school psychologists have training and experience which is in demand. Consequently, many are involved in professional activities with school systems, private and public agencies, industry, etc. Tables 29 and 30 give an indication of these activities.

Table 29. Professional Committments Carried Out on Evenings and Saturdays outside of Normal Contract Duties[1]

Related Activities	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
Private Practice	48	18%	3	14%	4	5%
Part-time Psychological Services to other School Districts	49	18%	-	-	1	1%
Part-time Psychological Services to Public or Private Agencies	59	22%	3	14%	5	7%
College or University Teaching	52	19%	7	32%	5	7%
Attend University for Additional Training	69	26%	4	18%	47	63%
No Response	-	-	5	23%	13	17%

1. some checked more than one

Table 30. Professional Committments Carried out During Summer[1]

Activities	Number of Full Time		Number of Part Time		Number of Interns	
	No.	%	No.	%	No.	%
None	68	25%	4	18%	15	20%
Private Practice	37	14%	3	14%	2	3%
Psychological Services to Public or Private Agencies	62	23%	4	18%	3	4%
College or University Teaching	29	11%	7	32%	5	7%
Psychological Services to other School Districts	36	13%	-	-	-	-
Attend University for Additional Training	83	31%	4	18%	50	67%
Other	5	2%	1	5%	-	-

1. some checked more than one